



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

NOTES AND COMMENTS.

EDUCATING A DAUGHTER.

THE Census of 1880 showed that out of a population of some sixty millions there were in the United States not more than 2,647,157 women working for wages. The Census of 1890 will—when available—no doubt show a considerable increase in these figures, but even thus enlarged they will, no doubt, fall far below the average person's imaginary estimate of the number of women whom modern economic conditions have forced out of the home into a battle with the world.

Even of this unexpectedly small proportion of female wage-earners about 900,000 are employed in domestic service, and Helen Campbell, in *Women's Work and Wages*, asserts that the average working life of those in other employments does not as a rule exceed five years. That is to say that the majority of women wage-earners enter their trades between the ages of eighteen and twenty, and, before the age of twenty-six, far the larger proportion of the whole have married and abandoned all gainful occupation. The inference from these facts and figures is plain. The bulk of the sex devote their lives to the profession of housewifery and to the duties of wife and motherhood.

The aim of the educators of men is to prepare their pupils—after the general basis is laid—for the special work they will be called upon to perform in their maturity. When a boy's means and ambitions permit him to consider a learned profession he passes from college into a school of law, of medicine, or of theology. If his preference is for scientific or industrial pursuits there are schools of mining, engineering, electricity, special courses of biology, geology, and the like, where he can be best fitted for his chosen career. For the laboring classes there are provided equal facilities for learning trades. Manual training in all its branches and special trade schools increase in number and efficiency every year, so that it is now a boy's own fault if he has not acquired sufficient knowledge to enable him to earn his own living. It is well understood that not only must the boy have a general education, but a special preparation for his calling as well.

For those women who choose learned, scientific, or technical professions there are opportunities offered for good preliminary training; hardly so wide as are afforded their brothers, but sufficient for the earnest and ambitious. But for the great mass of women—the immense majority who find their lifework in the home—what is done to educate them for their profession of housewifery? In this respect they are not so well off as the previous generation. They, while learning less from books, were from their earliest years undergoing a careful apprenticeship in the home, and acquir-

ing more knowledge than the women of "the higher education" give them credit for. Fifty years—a hundred years—ago, American women were the masters of a dozen different trades. The carding, weaving, spinning, dyeing, sewing, butter and cheese and lard making, canning, preserving, pickling, curing of meats, candle moulding, and manufacture of stockings—to-day trades representing enormous consolidations of labor and capital—were in the hands of the women in the households, and every girl, from the moment she could toddle about clinging to her mother's skirts, was learning the trade secrets of domestic manufactures. She had small time for the study of books, for, whether she served in the household or commanded, her labors were many, and required varied and exact knowledge.

The girl of to-day receives no home education. She enters the kindergarten with her little brothers, and later passes her days at a girls' school, young ladies' seminary or college, the household economy as unknown to her as if she were the dweller in a hotel. Her school training is very similar to that of her brothers, and in college her instructors can imagine nothing better than to offer her her brother's curriculum.

The broader and higher mental training of women is greatly increasing her general knowledge and ability, but men do not consider general information adequate preparation for the battle of life. General education is simply a development of the powers of the mind, fitting it to deal more ably with special matters, and though a great advance in the position and happiness of woman has followed her mental development, at the very moment when she has fitted herself to deal more effectively with special matters her education ceases.

With marriage she enters her life's calling absolutely unprepared by any special training. She may possess scholarly attainments, and all her powers be in the highest state of efficiency for good work, but she must begin in the humblest primary school of homemaking, and trust to her own wits and her own blunders to teach her what she must occupy herself with for the rest of her life. What would be thought of a sailor's undertaking the command of a vessel while grossly ignorant of the whole art of navigation? Yet thousands of women ship every day for the voyage of life, hardly knowing the names of the tools with which they are to work!

The female bird knows the art of nest-building perfectly, but the nest-building of even the university-bred woman she must leave perforce entirely in the hands of men. Despite the definite probability that nine girls out of ten will be called upon to govern a house, not one in ten thousand receives any instruction in the art of house-building. Schools for women never include in their curriculum a course in the history and practice of architecture, and the girl fresh from "the higher education of women" must trust herself helplessly in the hands of the properly trained man; unable to exact good service because she has not sufficient information upon the subject to know whether the plans for her house are beautiful and convenient or not. Yet in this nest she is to rear her brood and pass her life. Should her home be in the country, a man must be called in to lay out her grounds and gardens, make her lawn, and plant her trees. The higher education of woman takes no cognizance of landscape or practical gardening.

The plumber, for seven dollars a day and extras, condescends to lay on water and arrange the drainage of her house. The health and well-being, the very existence of those committed to her charge, depend upon this work being properly done, yet this wife and mother trusts all to

a workman, in helpless, ignorant confidence ; since her Greek has never been supplemented by any technical instruction in plumbing. Strangely enough, when whole families are destroyed by bad sewerage appliances, no one remembers to blame the incompetence of the housewife, whose life-work it is to guard the household from just such dangers.

When the house is to be furnished the college-bred woman is little likely to have been provided by her instructors with a knowledge of the history of furniture and the art of decoration such as would have trained her taste in lines germane to her needs, and made it a simple task to do her work in this direction easily and well. Yet this investment of her money is generally supposed to be for a generation at least, and in the home furnished by her her children are to receive their first impressions of beauty and art.

Those who serve are as ignorant as those who are served. Up to a certain age the mental training is similar, but the boys pass into trade schools or apprenticeships and receive accurate instructions as to their duties, while the mental development of the girls is not put to its natural use, and they are tumbled out into life only half equipped ; stumbling, guessing, experimenting—a trial to their employers and continually at war with their own interests.

Children arrive and the "beautifully educated" mother is ignorant of most of the physiological laws bearing upon their well-being. She does not know or does not realize that the foundations of a constitution are laid in the first fifteen years of life—years for which she is responsible. She lacks that severe training in the chemistry of foods and cooking and general hygienic laws which would enable her to build up—as can be done by those who know how—a noble body capable of the best joys and uses of life. Upon her wise care, more than upon any other thing, the child must rely for the correction of unwholesome tendencies, which neglected may become chronic and spoil its whole life, yet nine women out of ten are pitifully ignorant of physiological laws and trust themselves in blind confidence to a physician—a man who, unlike them, has mastered the knowledge appertaining to his calling.

When all is said and done, the making of beautiful, healthful, and convenient homes and the rearing of honest, vigorous, happy citizens is woman's main duty, and, as statistics show, the bulk of the sex choose that duty and privilege before all others. Our sex, then, having had by nature a definite profession marked out for them, at which the majority must perforce labor, it is strange that with all the thought expended upon the subject of education there has been no practical effort made to equip women for their work, more especially as the welfare of the nations and the whole race depends far more upon her proper exercise of her calling than upon the labors of any lawyers, physicians, or miners whatsoever.

The highest human happiness is the sense of the power to do good work and be useful and valued in life. Education is not an end in itself. Its object, like that of all human effort, is happiness. The being whose powers are most highly developed, whose faculties are most perfectly trained, is the being most useful to himself and his fellows, and his labors are neither heavy nor fruitless. The race is to the mentally swift, the battle to the intellectually strong.

Why, then, should not public schools be provided with branches for training girls in the art of housewifery, since public good is to depend in so

great measure upon the way in which these girls perform their duties? It is surely as important as the kindergarten, or the manual training for boys. The old practical rule-of-thumb apprenticeship of the household having passed away, something should replace it. Why should not schools for girls give courses of instruction in housewifery—not the mere cooking of chops or dusting of chairs—but instruction as to how houses should be made and furnished and their sanitation assured; in the chemistry of cooking, of foods, and of assimilation; in the laws of physiology and hygiene, and something about fundamental economics, of which the average woman is totally ignorant, though she is the spender and distributor of the money the men accumulate?

Why should not girls after finishing their collegiate course take those trained and developed intelligences back to the higher housewifery schools—as men go to schools of law—and put those powers to their legitimate use of acquiring with ease and completeness an equipment for their life's work? Why?

ELIZABETH BISLAND.

FREE COINAGE IN MEXICO.

A FEW days ago, while in the mint at the City of Mexico, I stopped to look at the final balances in which the Mexican silver dollar is weighed before it is turned loose upon the public. In one side of these balances is placed the weight the equal of which the silver dollar must contain; in the other, the dollar is placed. If they balance, the dollar is pronounced ready for circulation. If the dollar is lighter than the weight, it is cast aside.

I stopped the weigher for a moment, begging him to test the weight of a United States silver dollar by his balances. The United States dollar went up. It was lighter than the weight in the other side of the balances. It contained less silver than the Mexican dollar. A few minutes later, I went into a restaurant. The price of my dinner was just a dollar. I handed the cashier the United States silver dollar. He gave me back in change a Mexican silver dollar. Because of the difference, therefore, between the stamp of the United States and of the Republic of Mexico, I received a larger dollar than I gave and got my dinner besides.

This simple illustration is conclusive proof that the United States silver dollar, but for the stamp which gives it a fictitious value, is worth only half a dollar. The friends of free and unlimited coinage at the ratio of sixteen to one claim that the United States Government is so very rich and powerful that it can sustain, in unlimited number, this kind of dollar. The United States Government *is* very rich and powerful. It is so rich and powerful that it is now sustaining over four hundred and nineteen millions of standard silver dollars, more than one hundred and twenty-seven millions of uncoined bullion represented by treasury notes, and nearly seventy-seven millions of subsidiary silver—making a total stock of silver of six hundred and twenty-four millions—which, without its stamp guaranteeing redemption, would be worth but fifty cents on the dollar. Suppose, though, that it tried to sustain at par an unlimited number of such dollars. It would be only a question of time when the great United States Government would be ready for the hands of a receiver. Its dollars would then be worth by comparison with gold, like the Mexican dollars, only half a dollar each.